

Puberty, day 1

Grades 4-6, Lesson #9

Time Needed

50-60 minutes

Student Learning Objectives

To be able to ...

1. describe the physical, emotional and social changes of puberty.
2. explain that puberty is triggered by the endocrine system, specifically the pituitary gland.
3. distinguish among definitions of erection, menstruation, nocturnal emission, ovum, puberty, and sperm.
4. explain the purposes of brassieres, athletic supporters and menstrual hygiene products.

Agenda

1. Explain reasons for this lesson.
2. Use film to define “puberty” and introduce major concepts and terms.
OR
3. Use pamphlet as above.
4. Use brainstorm to review Activity #2 or #3, above, and to compare and contrast male and female development.
5. Use “visual aids” to discuss athletic supporters, bras, and menstrual supplies.
6. Use “Puberty Worksheet #1” to review terms.

Materials Needed

Classroom Materials:

- OPTIONAL: film or filmstrip (see Activity #2, next page)
- OPTIONAL: brassiere, athletic supporter, tampon with applicator, tampon without applicator, mini-pad, maxi-pad

Student Materials: (for each student)

- OPTIONAL: pamphlet (see Activity #3, next page)
- One copy per student of *Puberty Worksheet #1*

Activity

1. Explain reasons for this lesson.

Explain that everyone here either has begun or will soon begin to develop from a child into an adult. This lesson will help them understand the changes that involves.

2. You may want to kick off this lesson with an audio-visual tool.

Some good ones are: *

the Churchill film "Then One Year,"** 19 min.

the Perennial film "Human Growth, III,"** 20 min.

the Sunburst filmstrip "The New Me: Accepting Body Changes," 15 min.

the Sunburst filmstrip "Feelings Grow, Too,"* 15 min.

the Guidance Associates filmstrip "Growing into Womanhood, Growing into Manhood," 16 min.

the Learning Tree filmstrip, "Coping with Adolescence, Understanding Puberty," 42 min.

* Section not current. New information missing. For more current resources, see

Teacher Links: <http://www.metrokc.gov/health/famplan/teacherlinks.htm>

3. Or you may want to begin by having students read a pamphlet.

One we recommend is entitled, "Changes: Sex and You." *

~~*Available from the Health Department and possibly your school/public library.~~

~~**Available from Planned Parenthood or the Health Department. See Appendix E for the phone number of the resource nearest you, or check with librarian.~~

* Section not current. New information missing. For more current resources, see

Student Links: <http://www.metrokc.gov/health/famplan/studentlinks.htm>

4. Or you may want, instead, especially if they had a session on puberty last year, to launch right in to more active student participation. Have them brainstorm puberty changes as you write them on the blackboard. Then help them distinguish changes that happen (a) to boys only, (b) to girls only, and (c) to both. Changes to be sure to include:

- height growth spurts (both)
- shoulders broaden (boys)
- hips widen (girls)
- breasts develop (girls and, to some extent, many boys)
- acne may begin (both)
- stress-related, malodorous perspiration begins (both)
- pubic and underarm hair develops (both)
- facial hair develops and body hair may thicken (boys and, to some extent, many girls)
- voice deepens (both, though more in boys)
- genitals enlarge (both)
- erections happen more frequently (more noticeable in boys)
- sperm production and ejaculation begin (boys)
- nocturnal emissions begin (many boys)
- ovulation and menstruation begin (girls)
- crushes and attractions may begin (both)

- sudden mood changes may begin (both)
- self-consciousness may increase (both)
- freedom to make decisions grows (both)
- friction with parents may grow (both)
- understanding of self may grow (both)
- concern for others may grow (both)

5. Use visual aids to introduce “products” for newly adolescent bodies.

Show and discuss an athletic supporter, a brassiere and several kinds of menstrual hygiene products (a tampon with applicator, a tampon without, a maxi-pad, a mini-pad). Issues: What is each one for? How does a person decide when to use these? Be sure to mention that "deodorant tampons/pads" are unnecessary, and can be irritating. A daily bath or shower is sufficient for cleanliness.

6. Hand out "Puberty Worksheet #1" and use it as a discussion tool.

Puberty Worksheet 1

NAME: _____ DATE: _____

DIRECTIONS: Put the letter of each word next to the correct definition of the word.

- | | |
|-----------------------|--|
| a) erection | _____ 1. having a period |
| b) menstruation | _____ 2. the penis or clitoris filling with blood and getting larger |
| c) nocturnal emission | _____ 3. the cell from a man that can start a pregnancy |
| d) ovum | _____ 4. sperm coming out of the penis during sleep |
| e) puberty | _____ 5. the "egg" cell from a woman that can start a pregnancy |
| f) sperm | _____ 6. a child's body beginning to change into an adult's body |
| g) pituitary | _____ 7. the gland in the brain that triggers the beginning of puberty |

Puberty Worksheet 1 - Answer Key

NAME: _____ DATE: _____

DIRECTIONS: Put the letter of each word next to the correct definition of the word.

- | | |
|-----------------------|--|
| a) erection | <u>b</u> 1. having a period |
| b) menstruation | <u>a</u> 2. the penis or clitoris filling with blood and getting larger |
| c) nocturnal emission | <u>f</u> 3. the cell from a man that can start a pregnancy |
| d) ovum | <u>c</u> 4. sperm coming out of the penis during sleep |
| e) puberty | <u>d</u> 5. the "egg" cell from a woman that can start a pregnancy |
| f) sperm | <u>e</u> 6. a child's body beginning to change into an adult's body |
| g) pituitary | <u>g</u> 7. the gland in the brain that triggers the beginning of puberty |